



Relationship Between Work Stress Level and Mental Workload to the Performance of Special School (SLB) Teachers Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H. in Jambi City

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ABSTRACT

The success of teachers in carrying out their duties is measured through performance. The higher the performance given, it means that the teacher is successful during the teaching process. This study aims to determine the relationship between work stress levels and mental workload with teacher performance. Cross-sectional design. The study was conducted at SLB Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H. Jambi City from November to July 2024. The sampling technique was through Total Sampling with a sample size of 63 teachers. The questionnaires used were DASS-42 (work stress), Nasa-TLX (mental workload) and teacher performance questionnaires. Data analysis using the chi-square test (SPSS version 23). Based on the results of the study, it showed that 42.9% of teachers experienced moderate stress, 54.0% of teachers had high mental workload and the average teacher had good performance of 34.9%. The results of the bivariate analysis showed that the variable of work stress level with the category of experiencing stress was 24 (75.0) values ($p = 0.000$) PR value (4.650, 95% CI: 2.033 - 10.635), mental workload with a heavy category was 24 (70.6%) values ($p = 0.000$) PR value (4.094, 95% CI: 1.792 - 9.355). There is a relationship between the level of work stress and mental workload with teacher performance

INTRODUCTION

The success of teachers in carrying out their duties is measured through teacher performance. The higher the performance given, it means that the teacher is successful during the teaching process. Law No. 14 of 2005 concerning "Teachers and Lecturers" states that the standard for teacher performance in the process of carrying out duties is that teachers are able to make learning plans, carry out the learning process, assess and evaluate learning outcomes. Special Schools (SLB) are one of the formal foundations that require teacher professionalism to support learning outcomes. The duties and roles of teachers in SLB are different from those of general school teachers (Indriawati et al., 2022). SLB teachers are required to have competencies related to the ability to combine various aspects such as the ability to think, see, hear, speak and socialize. In addition, teachers must have the ability to plan learning (RPP), determine methods that are appropriate to the learning material, assess and evaluate the learning outcomes of students who do not meet the criteria. Teacher performance is influenced by two factors, namely internal factors (psychological) related to psychological potential. External factors of teacher performance come from outside the individual, such as leadership style, school supervision, work environment, facilities and infrastructure in the workplace (Hapsari & Armayanti, 2017).

One of the factors that can affect a person's performance and productivity is stress (Muhbar & Rochmawati, 2017). Based on the results of a survey conducted by CFO Innovation Asia Staff (2012), the level of work stress in Asian countries is Malaysia (57%), Hong Kong (62%), Singapore (63%), Vietnam (71%), China (73%), Indonesia (73%), and Thailand (75%). In Indonesia, this figure has increased by 9% from the previous year which was only 64% (Anisa Sailendra Putri & Putri Winda Lestari, 2020). The Indonesian Bureau of Labor Statistics reported that the number of days of worker absence due to stress reached 20 days. The Ministry of Home Affairs estimates that 40% of cases of labor turnover in Indonesia are due to stress problems (Anggraeni et al., 2017). Quoted from the 2018 Riskesdas data from the Indonesian Ministry of Health, it shows that the percentage of people with mental disorders is 9.8% with a level of work stress of 35% (Indonesian Ministry of Health, 2018). So the potential for work stress in workers in Indonesia is quite high, seen from these figures.

Another factor that influences teacher performance is workload. Teachers' workload includes activities that demand physical and mental responsibility. Article 1 of the Minister of National Education Regulation No. 39 of 2009 states that the minimum workload for teachers is 24 face-to-face hours and a maximum of 40 face-to-face hours per week (Permendiknas RI, 2009). Workload is a problem for SLB teachers, they are required to be able to work on various knowledge and skills according to the characteristics of students, besides that they are also required to be able to provide their roles as therapists, social workers, paramedics and administrators (Moh Haikal, 2022). Therefore, the workload must be divided according to the teacher's ability so that it can affect the performance and achievements of the institution (Jalil, 2020).

Based on the results of a survey conducted at SLB Prof. Dr. Sri Soedewi Masjchun Sofwan Jambi City through a short interview process with several teachers from each department, on average SLB teachers experience work stress and mental workload as seen from the lack of rest time, feeling bored or unmotivated while working which affects their performance. This is influenced by the demands of heavy tasks, the characteristics and limitations of students with various special needs, dual roles, less varied learning media and external factors (parents of students). These obstacles have an impact on teacher performance, namely the failure to achieve learning objectives optimally.

Based on the conditions described above, SLB teachers are very vulnerable to experiencing the risk of stress in the workplace and mental workload that is at risk of decreasing teacher performance. In addition, there are still not many similar studies with the same variables conducted at this research location. So the researcher is interested in conducting a study that aims to determine "The Relationship Between Work Stress Levels and Mental Workload with Performance in SLB (Special School) Teachers Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H. Kota Jambi".

LITERATURE REVIEW

A. Stress level

Priyoto classifies stress based on its symptoms into three parts, namely (Feronika, 2022):

1. Mild Stress

Mild stress is a type of stressor that only lasts for a few minutes or hours. The characteristics of a person experiencing mild stress include, sharper vision, excessive enthusiasm, increased energy so that energy reserves decrease, increased ability to complete work, fatigue for no apparent reason, feelings of restlessness to experiencing system disorders (brain and digestion).

2. Moderate Stress

Unlike mild stress, this type of stress will last longer. Some things that trigger moderate stress, such as when facing problems that are difficult to solve with coworkers, the absence of family members for a long time or even a sick child. The characteristics of individuals experiencing moderate stress include, stomach ache, muscles become more tense to experiencing sleep disorders.

3. Severe Stress

This type of stress can last for weeks or months triggered by several things including, economic/financial problems that are going backwards (no progress), conflicts that occur in the household, moving house, separation from family members, chronic illness to changes in physical, psychological and social conditions in old age. The characteristics of severe stress experienced by someone include, difficulty in carrying out activities, experiencing obstacles when socializing, difficulty sleeping, negativity, difficulty concentrating, unclear feelings of fear, easily feeling tired and inability to do simple work.

a. Mental Workload

A fairly heavy workload can affect a person's physical and psychological condition. High workloads cause physical and mental stress as well as emotional reactions for individuals such as headaches, digestive problems, and anger. High and low workloads can have an impact on stress in the workplace which will ultimately affect the performance of an organization (Hamizar, 2020). Tarwaka said that mental activity seems lighter physiologically, so the calories needed for mental activities are also fewer/lower. However, in reality, activities that require mental are much heavier and more difficult than physical activities because mental activities involve brain work (white-collar) than muscle activity (blue-collar) (Tarwaka & Bakri, 2004).

b. Teacher Performance

Teacher performance refers to the level of success of a teacher in carrying out his duties and obligations in achieving the goals and standards that have been set as a teacher. If the teacher's performance meets or exceeds the standards and work criteria set, then that performance has achieved good results (Indriawati et al., 2022). Teacher performance can encourage and influence students so that learning objectives are achieved and run according to expectations, which are expressed through their appearance, actions, and work achievements (Muspawi, 2021). This means that teacher performance is a qualification that describes a teacher's skill in completing learning tasks and the actions displayed by the teacher during learning activities.

The job-demands-control model is a theory developed by Karesek (1979) that high demands of tasks/work (demand) result in psychological fatigue (psychological stressor). If there is a negative interaction between human factors and working conditions, this can result in behavioral problems, emotional disorders, and biochemical and neurohormonal changes, which increase the risk of mental and physical illness, which can interfere with job satisfaction and worker performance (Wa Rina et al., 2023). The following are factors that can affect performance from the aspect of job demands (Purnawati Rahayu, Endang; Harri Kurniawan, 2022):

- Workload

The ability of the worker's body to accept work is called workload. Workload is divided into two categories, namely physical workload (pushing, lifting, etc.) and mental/psychological workload including differences in the level of ability and productivity of a person compared to others.

- Emotional Demands (Job Stress)

This is related to the affective aspect of work that makes a person in a stressful situation at work.

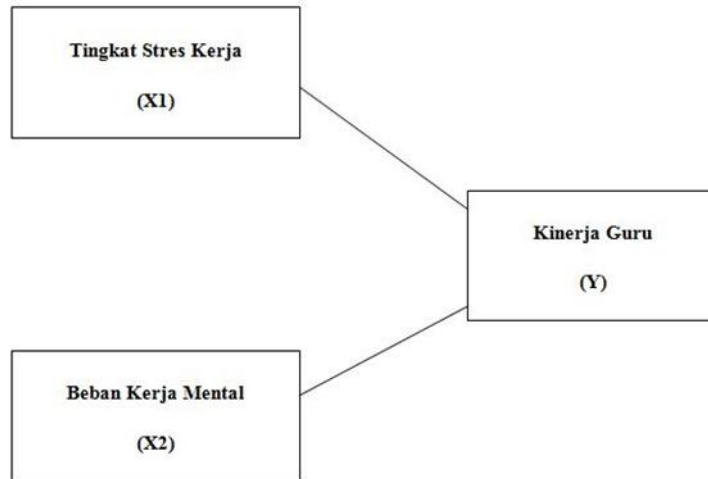
- Household Work Conflict

The imbalance of roles experienced by individuals between energy, time, demands, and responsibilities at work and at home, which causes conflict and discomfort in both places.

Based on this theory, the hypothesis of this study is obtained, namely:

H1: There is a relationship between the level of work stress and performance in SLB (Special School) teachers Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H in Jambi City.

H2: There is a relationship between mental workload and performance in SLB (Special School) teachers Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H in Jambi City.



Picture 1. Conceptual Framework

METHODOLOGY

This study is a quantitative study with a cross-sectional design. The variables tested are the level of work stress and mental workload (independent variables) and teacher performance (dependent variable). The subjects in this study were teachers who teach at the SLB (Special School) Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H. Jambi City. The population in this study is the same as the number of samples to be used, namely all teachers/teaching staff at the SLB school totaling 63 people. The instruments used in this study were questionnaires. The questionnaires used were DASS-42 (work stress), Nasa-TLX (mental workload) and teacher performance questionnaires. The process of collecting research data through observation and questionnaire methods. Data processing in this study through the process of editing, coding, scoring and data entry, in addition to data analysis through the univariate analysis process to describe the characteristics of each variable and bivariate to test the hypothesis through the Chi-Square test.

RESULTS

A. Univariate Analysis

Table 1. Respondent Characteristics

Characteristics	Frequency	Percentage
USIA		
< 43 Tahun	47	74,6%
≥ 43 years	16	25,4%
Total	63	100%
GENDER		
Male	12	19,0%
Female	51	81,0%
Total	63	100%
LAST EDUCATION		
SMA	3	4,8%
Strata	55	87,3%
Strata	5	7,9%
Total	63	100%
STATUS		
Unmarried	12	19,0%
Married	49	77,85%
Widow/Widower	2	3,2%
Total	63	100%

Source: Processed Primary Data 2024

Table 2. Frequency Distribution of Work Stress

Job Stress	Frequency	Percentage
Normal/Not Stressed	7	11,1%
Mild Stressed	24	38,1%
Moderate Stressed	27	42,9%
Heavy Stressed	4	6,3%
Very Severe Stressed	1	1,6%
Total	63	100%

Source: Processed Primary Data 2024

Based on Table 2, the frequency distribution of work stress incidents in teachers was obtained, 7 respondents (11.1%) did not experience work stress, 24 respondents (38.1%) experienced mild stress, 27 respondents (42.9%), 4 respondents (6.3%) experienced moderate stress, and 1 respondent (1.6%) experienced very severe stress.

Table 3. Frequency Distribution of Mental Workload

Workload	Frequency	Percentage
Very Low	0	0%
Low	3	4,8%
Medium	26	41,3%
High	34	54,0%
Very High	0	0%
Total	63	100%

Source: Processed Primary Data 2024

Based on Table 3, the frequency distribution of mental workload on teachers is obtained, low mental workload of 3 respondents (4.8%), moderate mental workload of 26 respondents (41.3%), high mental workload of 34 respondents (54.0%).

Table 4. Frequency Distribution of Teacher Performance

Class Interval	Frequency	Percentage
158-164 (Poor)	11	17,5%
165-171 (Poor)	18	28,6%
172-178 (Good)	22	34,9%
179-185 (Very Good)	4	6,3%
186-192 (Very Good)	2	3,2%
193-199 (Very Good)	3	4,8%
> 200 (Very Good)	3	4,8%
Total	63	100%

Source: Processed Primary Data 2024

Based on Table 4, the frequency distribution of teacher performance is obtained, as many as 29 respondents (46.4%) are in the below average or less effective group, 22 respondents (34.9%) are in the average or effective group, and 12 respondents (19.1%) are in the above average or very effective group.

B. Bivariate Analysis

Table 5. Relationship Between Work Stress Levels and Teacher Performance

Job Stress	Teacher Performance				Total		PR	95%CI	p-value
	Good		Less		N	%			
	N	%	N	%					
Stress	8	25,0	24	75,0	32	100	4,650	2,033-10,635	0,000
Not Stressed	26	83,9	5	16,1	31	100			

Source: Processed Primary Data 2024

Based on Table 28 above, it shows that teachers who experience work stress have poor performance as many as 24 people (75.0) and teachers who do not experience work stress have good performance as many as 26 people (83.9%). The results of the statistical test between the level of work stress and performance in teachers obtained a p-value of 0.000 ($p \leq 0.05$), thus meaning that there is a relationship between the level of work stress and performance in teachers. Based on the risk estimation table, a PR value of 4.650 (95% CI: 2.033 - 10.635) was obtained, meaning that teachers who experience work stress are 4.650 times more likely to have poor performance compared to teachers who do not experience work stress.

Table 6. Relationship Between Mental Workload and Teacher Performance

Job Stress	Teacher Performance				Total		PR	95%CI	p-value
	good		Less		N	%			
	N	%	N	%					
Light	10	29,4	24	70,6	34	100	4,094	1,792- 9,355	0,000
Weight	24	82,8	5	17,2	29	100			

Source: Processed Primary Data 2024

Based on Table 29 above, it shows that teachers who have a heavy mental workload have poor performance as many as 24 people (70.6%) and teachers with a light mental workload have good performance as many as 24 people (82.8%). The results of the statistical test between mental workload and teacher performance obtained a p-value of 0.000 ($p \leq 0.05$), thus meaning that there is a relationship between mental workload and teacher performance. Based on the risk estimation table, a PR value of 4.094 (95% CI: 1.792 - 9.355) was obtained, meaning that teachers with a heavy mental workload are 4.094 times at risk of having poor performance compared to teachers with a light mental workload.

DISCUSSION

A. Relationship between Work Stress Levels and Teacher Performance

Stress in the workplace is an individual's response to physical and mental challenges that come from within or outside the individual. Stress at work occurs due to pressure and demands that are not in accordance with the individual's abilities. Work stress that is not managed properly will usually prevent a person from interacting positively with their environment, both the work environment and the external environment. In this case, it will greatly affect the performance of educators or teachers in carrying out their duties (Rochman & Ichsan, 2021). The level of work stress felt by SLB teachers is caused by the demands of large tasks and workloads, teachers also experience difficulties in dealing with children who have never been to school before. Teachers experience obstacles/difficulties during the teaching and learning process regarding techniques for handling and understanding children and controlling their emotions when interacting with children with special needs during the learning process. In addition, the limitations of SLB children are also an obstacle in the learning process, where the material that should be given in full can only be given partially. Several of these factors become a burden for teachers, causing work stress that affects their performance where learning objectives are not achieved. This shows that there is a significant relationship between the level of work stress and performance in teachers of SLB Prof. Dr. Sri Soedewi Masjchun Sofwan, S.H. Jambi City. The state of work stress experienced by teachers encourages schools to provide guidance to educators so that they can work optimally according to their duties and functions.

B. Relationship Between Mental Workload and Teacher Performance

Workload is a collection of tasks and activities that must be completed by an institution or organization according to the time that has been set. The amount of responsibility and the number of tasks assigned to workers have an impact on the less than optimal results achieved, this is due to the lack of time in completing tasks. Mental workload is related to the mental needs and availability of the individual's brain resources. The impacts of high mental workloads are psychological fatigue and are followed by feelings of tiredness, lethargy, fatigue and decreased alertness to the work being carried out (Salsabilla et al., 2023). In addition, a high mental workload will cause stimulation of the central nervous system which then causes the individual to feel pain. The mental workload felt by teachers is caused by the high level of effort required to provide lessons to students, the high performance figures issued, the large amount of time needed to provide learning to students, and the extra physical needs for teachers who teach in the department of physical disabilities. In addition, the teacher's workload is also influenced by the large volume of tasks and the dual role felt by the teacher (Teacher who doubles as head of department). The workload and demands for teachers who are department heads are also very large because their responsibilities are not only to hold classes but also for all matters related to the department, such as if there are teachers who are absent or sick and there are no substitute teachers, then they will be responsible for teaching. The workload is quite large outside of being a teacher, such as activities outside the organization, competitions, and being an exam committee where they are required to be able to achieve targets with short deadlines and must be perfect so that their minds become divided and branched which causes teachers to lack sleep and rest. In addition, teachers must be able to deal with the characteristics of children who are diverse with different moods (emotions). When the workload is too heavy, it causes work fatigue which automatically affects teacher performance. For schools, they can manage the mental workload of teachers so that they can equip teachers with the skills needed to be able to manage stress and mental workload as an effort to improve the quality of education and the welfare of educators.

CONCLUSIONS

1. The distribution of work stress incidents most often experienced by teachers is in the moderate stress category of 42.9%.
2. The distribution of the most dominant mental workload is in the high mental workload category of 54.0%.
3. The distribution of teacher performance is on average in the good performance category of (34.9%).
4. There is a relationship between the level of work stress and teacher performance through the results of the chi-square test with a p-value of 0.000.
5. There is a relationship between mental workload and teacher performance through the results of the chi-square test with a p-value of 0.000.

RECOMMENDATIONS

a. For Schools

1. It is expected to be able to carry out stress management by providing counseling services for teachers as an effort to identify things that cause stress in educators in the workplace.
2. It is expected that schools can provide supporting facilities for teachers to be able to help students with their limitations so that they can minimize the high mental workload experienced by teachers.

b. For Teachers

1. It is recommended that teachers get help from colleagues, especially teachers who have successfully handled work stress.
2. It is expected that teachers can use positive activities such as light exercise so that they can help reduce stress and improve mood. Teachers can schedule light exercise to help manage mental workload.

FURTHER STUDY

This study has limitations that may affect the results of the study, namely:

1. The design of this study is cross-sectional which only describes the variables studied, both independent and dependent at the same time and only to prove the conditions that occur at the time of the study and changes that may and will occur cannot be observed.
2. Data collection using a questionnaire with a self-report measure method so that the possibility of bias is quite high because all answers depend on the respondent's perception.

Suggestions for Further Researchers:

1. Further research is expected to be carried out longitudinally (long term) and continuously so that the research results are always in accordance with changes that may occur in the object or subject of the study. However, in this case it is not recommended for researchers who are still studying such as students.
2. Further researchers are expected to be able to fill out the questionnaire at the same time and can first identify the respondent's condition by recording the situation or activities that the respondent is feeling when filling out the questionnaire so that bias can be minimized.
3. This study was only conducted in one school with a sample size that was not too large and may not represent all SLB teachers in Jambi City. Therefore, for further research, it is recommended to use a larger sample that can represent the actual population.
4. Further researchers should also try to explore the involvement of other variables or factors that can affect teacher performance other than work stress levels and mental workload. There are several other variables that may be taken by further researchers, namely work motivation, work environment, school supervision, leadership style, etc.

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